**Course-Embedded Assignment Reflection**

**EDLD 5368-Instructional Design**

**Performance Task:**

1. *Candidates will create online course focusing on learning experiences that include Web 2.0 resources, assistive technologies and best practices for online learning.*

**Reflection of Performance Task:**

**Self-Assessment**

The benefits that I experienced from building the online course were many. First, I approached the process with a greater attention to students making several products that would show their level of understanding of the subject matter. As Grant Wiggins states in his book *Understanding by Design,* Chapter 4 “The Six Facets of Understanding”, “Use assessments that ask students to provide an explanation on their own, not simply recall; to link specific facts with larger ideas and justify the connections; to show their work, not just give an answer; and support their conclusions” (2005, p. 88). The next important step was making myself learn the Schoology courseware and actually setting up the course. This proved to me that I can approach new technologies with greater confidence in the future. The final benefit from this project was that I used the teaching skills that I already had, combined those with new ways of looking at assessment and with new technologies and produced a unit of study that will better meet the learning styles of my *digital native* students.

**Learn as a Learner**

The online course that I designed would function as a model by which others could design their online courses. As the educational technology campus facilitator, I would show this course to faculty to build excitement about using online education in their classrooms as well. A professional development workshop could be designed to share and teach others how to set up and use their own online course. I would use the Schoology courseware to set up the professional development course and use it to teach the faculty, modeling again the benefits of using online education. The particular course that I designed is for a Kindergarten classroom. I would meet with all of the Kindergarten teachers and share with them the online course and open a discussion with them of ways that they could use this online course in their classroom as well as incorporate new ideas of their own into it.

My role as a Kindergarten teacher is to integrate as much technology as I can into my classroom and to share that integration with my colleagues. Online learning in the Kindergarten classroom is a little bit different than in older grades. The interactive qualities that can be a part of online learning are very appealing to children this age. The design of my online course reflects the age and abilities of the students that will be using it. Therefore, I will definitely be using online learning with my classroom in an ability-appropriate way. It seems to provide a great new way to differentiate my curriculum by allowing students that are reading well to go online and be successful in working on the course with less help from me, while challenging them to reach higher levels of understanding. Providing these different approaches to learning reflects a fundamental tenet of modern learning theory, “Different kinds of learning goals require different approaches to instruction” (Bransford, Brown, and Cocking, 2000, p. 137). The usage of the online course in my classroom would also be a method of increasing a student’s independence, which is a big part of all concepts learned in Kindergarten. The benefits of online learning are enough to make the steps toward integration worthwhile.

**Lifelong Learning Skills**

Part of my role as the educational technology campus facilitator would be to spread excitement about online learning and to model its usage. Having only developed one Schoology course so far, I would find it beneficial to set up a second course for professional development that would include online learning as a topic. I would also develop another online course for an upper elementary grade. After completing an informal assessment of the teacher’s needs and their weakest areas to target, I would design and implement an online course to address these needs. I would then share this online course with my principal and with the grade-level teachers to get feedback on the projected effectiveness of this course. Next, I would follow up with the teachers after they tried the course with their students to see how beneficial this project was. “The focus of education must continue to evolve from passing along information to students to helping students be better thinkers and learners” (Watson, 2005, p. 11). This new learning has sparked an interest and a new confidence in pursuing other avenues of facilitating more technology usage in the classroom.

Bransford, J,. Brown, A., & Cocking, R. (ED.). (2000). *How people learn.* p. 137 (Chapter 6). Washington DC: National Academy Press. Retrieved from http://www.nap.edu/openbook.php?record\_id=9853&page=131#p2000495f9970131001

Watson, John F. (2005). *A national primer on K-12 online learning*. North American Council for Online Learning.

Wiggins, G., McTighe, J. (2005). Understanding understanding.  
In *Understanding By Design.* (Expanded Second Edition). (p. 88). Alexandria, VA, USA.